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RULES AND REGULATIONS TO GOVERN THE ADMINISTRATION AND OPERATION OF SPECIAL EDUCATION.

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RULES AND REGULATIONS FOR SPECIAL EDUCATION PROGRAMS IN ILLINOIS ARE REVIEWED. AREAS OF SPECIAL EDUCATION TREATED SEPARATELY INCLUDE PHYSICALLY HANDICAPPED CHILDREN IN SPECIAL CLASSROOMS, PHYSICALLY HANDICAPPED CHILDREN IN HOME AND HOSPITAL, DEAF AND HARD OF HEARING, BLIND, PARTIALLY SEEING, MALADJUSTED CHILDREN, EDUCABLE MENTALLY HANDICAPPED, TRAINABLE MENTALLY HANDICAPPED, SPEECH CORRECTION, AND MULTIPLY HANDICAPPED. GIVEN FOR EACH HANDICAP ARE A DEFINITION, ESTABLISHMENT OF EDUCATIONAL FACILITIES, TYPES OF SERVICES, ADMISSION TO PROGRAMS, ELIGIBILITY OF PUPILS, ENROLLMENT, SUPERVISION, CASE RECORDS, CURRICULUM, PHYSICAL PLANT, EQUIPMENT AND INSTRUCTIONAL MATERIALS, AND QUALIFICATIONS OF PERSONNEL. RULES AND REGULATIONS ARE ALSO PROVIDED FOR PSYCHOLOGICAL SERVICES, TRANSPORTATION OF EXCEPTIONAL CHILDREN, ADMINISTRATORS AND SUPERVISORS, NECESSARY NONCERTIFIED EMPLOYEES, AND COMPLETION OF THE SUMMARY REPORT AND REIMBURSEMENT CLAIM FOR EXCEPTIONAL CHILDREN. (JA)

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SPECIAL EDUCATION

RULES AND REGULATIONS

RAY PAGE

SUPERINTENDENT OF PUBLIC INSTRUCTION
STATE OF ILLINOIS

JULY, 1964

ADDENDUM

The Rules and Regulations were first printed in July, 1964, and then reprinted in February, 1965. The 74th General Assembly passed House Bill 1407 which replaces the previous Article 14 of the School Code of Illinois. The new Article 14 will necessitate some changes in the Rules and Regulations during the ensuing biennium; however, the third printing is being offered since the philosophy and information contained therein is substantially in agreement with the new legislation. Those school administrators who want a detailed description of the legal framework within which approved special classes and services must operate will find this publication extremely helpful.

Special Education Publication 564.

VERNON F. FRAZEE, Director
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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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RULES AND REGULATIONS

To Govern the Administration and Operation

of

SPECIAL EDUCATION

OFFICE OF THE SUPERINTENDENT
OF
PUBLIC INSTRUCTION
RAY PAGE, *Superintendent*

(19774—10-65)

(Printed by Authority of the State of Illinois)

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FOREWORD

The Constitution of Illinois charges the General Assembly with the responsibility of providing for a "thorough and efficient system of free schools—." Section 14-4 of the School Code states:

> "All special educational facilities shall be under the supervision of and subject to the approval of the Superintendent of Public Instruction. The Superintendent of Public Instruction shall prescribe the standards and make the necessary rules and regulations including but not limited to the establishment of classes, training requirements of teachers and other personnel, eligibility and admission of pupils, the curriculum class size limitations, housing, transportation, special equipment and instructional supplies, and the applications for claims for reimbursement."

The rules and regulations contained in this publication have been prescribed by the Division of Special Education to which the authority vested in the Office of the Superintendent of Public Instruction under Section 14-4 of the School Code has been delegated. These rules and regulations have been filed with the Secretary of State and became effective July 1, 1964. They were designed for each area of special education in an attempt to provide the framework for quality programs. Special services for handicapped children are established and maintained by local districts in compliance with the mandate of the Constitution of Illinois to "provide—ALL CHILDREN OF THIS STATE—(with)—a good common school education."

The staff of the Division of Special Education and the committee members who worked on this publication deserve recognition for a job well done. We are pleased to present this bulletin which represents the first time the Office of the Superintendent of Public Instruction has made the official rules and regulations available for general distribution.

Ray Page

Superintendent of Public Instruction

ARTICLE I

PHYSICALLY HANDICAPPED CHILDREN IN SPECIAL CLASSROOMS (NOT INCLUDING THOSE WHO HAVE HEARING IMPAIRMENTS OR THOSE WHO HAVE VISUAL PROBLEMS)

A. Definition

Rule 1.01 "Physically handicapped children . . . means children other than those with a speech defect between the ages of 3 and 21 years who suffer from any physical disability making it impracticable or impossible for them to benefit from or participate in the normal classroom programs of the public schools in the school districts in which they reside and whose intellectual development is such that they are capable of being educated through a modified classroom program." (The School Code of Illinois, 14-1, Par. 1.)

Rule 1.02 A modified program refers to the modification in the location of class, equipment, and instructional supplies to compensate for the physical disability rather than for mental retardation.

B. Establishment of Educational Facilities

Rule 1.03 The Board of Education of the local district shall formally take action to initiate the program only after careful preplanning to insure sound establishment of such services, proper identification of children, meeting of required standards for reimburstment, and continuity and expansion of services.

Rule 1.04 Annual application for pre-approval of special education programs or services shall be filed by the school district within 30 days after the beginning of the class or service. In each instance of late application for pre-approval, reimbursement claims for special education funds will be reduced by one day for each day after the 30 day period.

C. Eligibility

Rule 1.05 A physically handicapped child (not including those who have hearing impairments or those who have visual problems) as defined in Rule 1.01 between the ages of 3 and 21 years shall be eligible.

Rule 1.06 The children must be physically handicapped to a degree which necessitates special facilities. This assumes the presence of one of the following:

a. A congenital handicapping condition

b. A chronic long-term illness

c. A handicapping condition resulting from an acute illness, a traumatic episode, or a surgical procedure

Rule 1.07 Medical eligibility shall be determined by a licensed medical examiner.

Rule 1.08 Admission to a special classroom shall be determined by a complete case study including the medical, social, and school history, and psychological evaluation.

Rule 1.09 In cases where there is some question concerning intellectual eligibility, a qualifying evaluation must be made by a qualified examiner.

D. Admission and Dismissal

Rule 1.10 A definite procedure shall be devised by the local district whereby the responsibility for class and for school placement rests with the superintendent of schools or with someone designated by him and in conformity with the standards for an approved program.

Rule 1.11 Continued placement in the special program shall be contingent upon evaluation of progress through the case study—staff conference process.

Rule 1.12 In no case may a child be continued in facilities under this rule for more than two years without a full review in staff conference utilizing current diagnostic reports.

E. Admission to Therapy

Rule 1.13 A child suffering a physical disability which necessitates physical therapy will be admitted on the recommendation and prescription of a licensed medical examiner only.

Rule 1.14 A child suffering a physical disability which necessitates occupational therapy will be admitted on the recommendation and prescription of a licensed medical examiner only.

F. Enrollment

Rule 1.15 The enrollment of a class for physically handicapped should not fall below 6 or exceed 15 pupils.

Rule 1.16 The enrollment of the class will be determined by the following factors:

a. The kind and severity of the handicaps
b. The different types of handicaps in the same group
c. The age and grade range of the pupils
d. The size of the room
e. The adequacy of equipment
f. The supplementary help from the supervisors and attendants
g. The opportunity for treatment and care, and the extent of integration with regular classes

G. Supervision

Rule 1.17 On the local level, special education shall be included in the supervisory plan for the total school program.

Rule 1.18 An approved program shall be based on a plan whereby:

a. The special teacher functions as a member of the faculty in the building and not as a separate entity
b. The supervisory services of the district are available to the special class
c. The plan of integration of physically handicapped children provides participation in regular classes or activities of the school to the extent that they are physically and intellectually capable

Rule 1.19 Every teacher whose duties require attendance at the school for four or more clock hours in any school day shall be entitled to and be allowed a duty free lunch period equal to the regular local school lunch period, but not less than thirty minutes in each school day.

H. Case Record

Rule 1.20 Files shall be cumulative and shall furnish the basis for educational and vocational guidance of each child.

Rule 1.21 For the benefit of the classroom teacher, folders containing pertinent pupil information shall be kept in the teacher's classroom in a filing cabinet with a locking device.

Rule 1.22 These files shall contain the following dated materials:

a. Personal history
b. Notice of assignment to special classroom
c. Reports of medical examinations
d. Psychological reports
e. Reports from other agencies
f. Samples of class work
g. Reports on home visits
h. Reports of annual evaluations

I. Curriculum

Rule 1.23 The school shall develop a curriculum adapted to the individual needs, interests, and abilities of each child while following the regular school curriculum as closely as possible.

J. Equipment and Instructional Material

Rule 1.24 Special equipment designed to meet the individual needs of the various cases, depending on type and severity of handicaps, shall be used.

K. Physical Plant

Rule 1.25 The special classes should be housed in a one-story building in which regular classes of children of comparable ages and grades are located.

Rule 1.26 Factors which shall be considered include:

a. Central location of building in the district
b. Condition of roads
c. Safety conditions for loading and unloading children
d. Availability in school building of additional spaces for therapist, rest, and lunch

L. Qualifications of Personnel

Rule 1.27 An approved teacher must, in addition to the work necessary for holding a valid Illinois Certificate, have completed the following courses as required by the Division of Special Education:

a. Required Minimum Courses (20 semester hours)
   (1) Laboratory experience in diagnosis and instruction of children with severe reading disability

(2) Mental hygiene
(3) Survey of education for exceptional children or psychology of exceptional children
(4) Practice teaching in regular classes on the elementary or secondary level
(5) Methods of teaching physically handicapped
(6) Practice teaching physically handicapped
(7) Medical aspects of crippling conditions

b. Elective Courses (6 semester hours)
(1) Pupil evaluation or tests and measurements
(2) Speech correction for the classroom teacher
(3) Vocational guidance and counseling
(4) Nutrition
(5) Related courses in education and psychology

Rule 1.28 Qualifications of Physical Therapists:

a. A qualified physical therapist shall be graduated from a school of physical therapy or course accredited by:
(1) The American Physical Therapy Association from 1928-1936 or
(2) The Council on Medical Education and Hospitals of the American Association from 1936 to the present time

b. A qualified physical therapist shall be registered as a physical therapist with the Illinois Department of Registration and Education. Illinois Registration Examinations are given only once a year, in October. A physical therapist registered in a state with standards substantially equivalent to Illinois shall be considered qualified providing he takes and passes the first Illinois Registration Examination given after employment.

c. A part-time therapist, employed by a school board, shall be counted for reimbursement purposes on the basis of the proportionate part of a five hour school day that he works in a scheduled program under the prescription of the medical examiner.

d. A prorating formula will be used by the Division of Special Education in approving the therapist's case load. In this interpretation, one pupil period shall be considered 30 minutes regardless of the number of children served during that particular time.
(1) For full-time reimbursement, a therapist must work with children for a minimum of 45 pupil periods per

week. Three-fourths time therapists must work with children for a minimum of 34 pupil periods per week. Half-time therapists must work with children for a minimum of 23 pupil periods per week.

(2) A reasonable amount of time spent in clinic may be substituted for pupil periods. This, however, should not exceed the equivalent of one day per month.

Rule 1.29 Qualifications of Occupational Therapists:

a. A qualified occupational therapist shall be a graduate of a school accredited by the Council on Medical Education and Hospitals of the American Medical Association.

b. A qualified occupational therapist shall be a member of the Registry of the American Occupational Therapy Association.

c. A part-time occupational therapist, employed by a school board, shall be counted for reimbursement purposes on the basis of the proportionate part of a five hour school day that he works in a scheduled program and under the prescription of the medical examiner.

d. A prorating formula will be used by the Division of Special Education in approving the therapist's case load. In this interpretation, one pupil period shall be considered to be 30 minutes regardless of the number of children served during that particular time.

(1) For full-time reimbursement, a therapist must work with children for a minimum of 45 pupil periods per week. Three-fourths time therapists must work with children for a minimum of 34 pupil periods per week. Half-time therapists must work with children for a minimum of 23 pupil periods per week.

(2) A reasonable amount of time spent in clinic may be substituted for pupil periods. This, however, should not exceed the equivalent of one day per month.

ARTICLE II

PHYSICALLY HANDICAPPED CHILDREN IN HOME AND HOSPITAL CLASSES

A. Definition

Rule 2.01 A home or hospital class shall be defined to mean one where the teacher works with only one homebound or hospitalized child at a time. This is not to be confused with a classroom where the specially trained teacher works with a minimum of six children for an entire school day as defined in the School Code of Illinois.

Rule 2.02 A home or hospital instruction child shall be one who is physically unable to attend a regular or special class, and whose intellectual development is such that he is capable of being educated through a modified program.

Rule 2.03 A modified program refers to the modification in the location of class, equipment, and instructional supplies to compensate for the physical disability rather than for mental retardation.

B. Establishment of Educational Facilities

Rule 2.04 The action of the board shall be based upon careful preplanning to insure proper establishment of such classes or services, proper identification of children, and proper planning to meet required standards for reimbursement.

Rule 2.05 Annual application for pre-approval of special education programs or services shall be filed by the school district within 30 days after the beginning of the class or service.
In each instance of late application for pre-approval, reimbursement claims for special education funds will be reduced by one day for each day after the 30 day period.

Rule 2.06 When the district's original application has been given conditional pre-approval, a copy will be returned to the district through the County Superintendent of Schools with a supply of supplementary report forms on which the district must report any new home classes which are established or any old classes which have terminated.

Rule 2.07 Completed supplementary reports for physically handicapped children shall be submitted to the Office of the Superintendent of Public Instruction, through the County Superintendent of Schools, throughout the school year within 30 days after a child has been added to or dropped from the special service.

C. Eligibility

Rule 2.08 A physically handicapped child as defined in Rule 2.02 and of school age may be eligible.

Rule 2.09 The child must be physically handicapped to a degree which necessitates a special program. This assumes the presence of one of the following:

a. A congenital handicapping condition

b. A chronic long-term illness

c. A convalescent phase of an acute illness which is at least four or more weeks in estimated duration

d. The confined period following a traumatic episode or surgical procedure which requires at least four weeks of restricted activity. (Representative conditions not included are: common childhood contagious diseases or upper respiratory tract infections which are relatively uncomplicated and require less than four weeks of total confinement.)

Rule 2.10 Medical eligibility is determined by a licensed medical examiner and shall be reported on the medical certification form which requests consideration for special service.

Rule 2.11 The medical referral shall indicate that the pupil will need the special service for four weeks or more.

Rule 2.12 If the child is being enrolled for the first time and/or if his past school records are unknown to the school, and if there is any doubt concerning his intellectual eligibility, a qualified psychological examiner shall determine his intellectual eligibility in the program.

D. Admission

Rule 2.13 A definite procedure shall be devised by the local school district whereby the responsibility for admission rests with the superintendent of schools or with someone designated by him.

Rule 2.14 A visit to the home or hospital for the purpose of interpreting the program should be made preceding the establishment of the service by the person responsible for the special education program.

E. Instructional Program

Rule 2.15 In cases where a home or hospital teacher is used, instruction time shall total five hours per week; preferably one hour per day.

Rule 2.16 In cases where the home-to-school telephone is used, a teacher shall spend at least two hours per week with the student in addition to the telephone contact.

Rule 2.17 In a home or hospital telephone class, two or more instructors may be employed if such an arrangement works in the best interest of the student. However, reimbursement is limited to a maximum of $600 per student per year.

Rule 2.18 Instruction time shall not be scheduled for vacation days, legal holidays, or Saturdays.

F. Telephone Plan

Rule 2.19 In long term cases, the district shall consider the possibility of using the telephone plan in an attempt to make the regular class program available to the handicapped student as well as to bring him in close contact with the classroom.

Rule 2.20 Where the home-to-school telephone plan is used, the district will total the cost of the program including such items as: home instructor's salary, telephone installation, and monthly rental. The district may claim up to one-half of these expenditures, but not more than $600.00 annually per child, based on the total number of weeks this plan was in operation.

G. Curriculum

Rule 2.21 In cases where the medical examiner has determined that the period of home or hospital instruction will be relatively short, the teacher shall attempt to keep the child up to grade level and provide as many of the same learning experiences as the regular class is having so that his return to school will be accomplished with a minimum of adjustment.

Rule 2.22 In long term cases (one school year or more), the curriculum shall vary with the severity of the handicap and the prognosis. Academic achievement shall not take precedence over good mental and physical health.

H. Location of Class

Rule 2.23 Insofar as possible, the room used for home or hospital instruction shall be quiet, well lighted, and have the atmosphere of a classroom.

Rule 2.24 A specific daily and weekly schedule shall be established based on the convenience for the teacher, the home, and in the best interest of the pupil.

Rule 2.25 Parents shall be expected to cooperate fully in making the home or hospital study a successful experience.

I. Equipment and Instructional Supplies

Rule 2.26 Special equipment and instructional material designed to meet the individual needs of the various cases depending on type and severity of handicaps shall be provided by the school district.

J. Qualifications of Personnel

Rule 2.27 The home instruction teacher shall hold a valid teaching certificate which enables her to teach on the elementary or secondary level (or both) depending on the grade levels of the children with whom she works.

Rule 2.28 The home instruction teacher shall be other than a parent of the child taught, even though that parent holds a valid state certificate.

Rule 2.29 Substitute certificates are not valid for working in the program of home or hospital instruction.

K. Supervision

Rule 2.30 The principal of the school in which the child would ordinarily be enrolled shall supervise the work of the home teacher and visit in the home class on the average of once monthly.

Rule 2.31 The principal of the school in which the child would ordinarily be enrolled shall be responsible for interpreting the philosophy of the special program to the school and community.

Rule 2.32 The principal of the school in which the child would ordinarily be enrolled shall insist that a time for periodic conferences between regular teacher and home teacher be established in order that the courses of study follow the same paths as closely as possible.

Rule 2.33 Where there is a director of special education, supervision shall be a shared responsibility between the director and the principal.

L. Computation of A.D.A.

Rule 2.34 One-half day of average daily attendance shall be counted for each day that a home instructor spends a minimum of one hour with the child.

Rule 2.35 In home-to-school telephone classes, one-half day of average daily attendance shall be counted for each day that a home instructor spends a minimum of one hour with the child.

M. Summer School

Rule 2.36 Home and hospital classes may be conducted during the summer. Such classes shall be offered as an educational program for those children who have missed a portion of the regular school year rather than as a supplementary service for those who have already completed a school year. Any deviations must receive approval from the Division of Special Education.

Rule 2.37 The fiscal year ends on June 30th. Classes established or maintained in July or August must be reported on a new application form and claim for reimbursement filed at the close of the following school year.

Rule 2.38 Reimbursement is limited to the formula set forth in Section 14-8 of the School Code of Illinois.

ARTICLE III

DEAF AND HARD OF HEARING

A. Definition

Rule 3.01 Services may be established for deaf or hard of hearing children between the ages of 3 and 21 whose hearing loss makes it "impracticable or impossible for them to benefit from or participate in the normal classroom program of the public schools in the school district in which they reside and whose intellectual development is such that they are capable of being educated through a modified classroom program." (The School Code of Illinois, 14-1, Par. 1.)

Rule 3.02 A DEAF child is defined as that child in whom the residual hearing is not sufficient to enable him to understand speech and develop language successfully, even with a hearing aid, without specialized instruction. Two interpretations of a deaf child are noted:

a. An audiological interpretation of a deaf child is generally understood to be a child with a hearing loss approaching an average of 75 or 80 decibels or greater across the speech range in the better ear, without a hearing aid.

b. An educational interpretation of a deaf child is generally understood to include a child with a hearing loss approaching an average of 60 or 65 decibels across the speech range in the better ear without a hearing aid, and who is unable to develop language successfully, even with a hearing aid, without special education.

Rule 3.03 A HARD OF HEARING child is defined as that child in whom the sense of hearing, although defective, is functional with or without a hearing aid, but whose hearing loss causes a language deficit rendering him unable to make full use of the regular school experience without special services.

Rule 3.04 Children defined under Rule 3.02 and Rule 3.03 require critical evaluation of language development, school achievement, and the use of residual hearing. Periodic re-evaluation is required in order to determine whether the child is functioning as a deaf or as a hard of hearing child since the effectiveness of hearing is subject to change.

B. Establishment of Educational Facilities

Rule 3.05 The Board of Education of the local district shall formally take action to initiate the program only after careful preplanning to insure sound establishment of such services, proper identification of children, meeting of required standards for reimbursement, and continuity and expansion of services.

Rule 3.06 The preplanning shall include consultation with the recommendation of the Division of Special Education.

Rule 3.07 An approved plan must include a sufficient number of children to make it possible to provide for appropriate groupings according to hearing loss, age, and educational achievement at all educational levels.

Rule 3.08 Programs for DEAF children shall have a minimum of 6 classes at the elementary level in addition to a preschool class.

Rule 3.09 Programs for deaf children, having less than the minimum number of classes, will be approved for reimbursement only if these classes are part of a comprehensive, long-range developmental plan which has been approved by the Division of Special Education.

Rule 3.10 Classes and services for HARD OF HEARING children must be separate from those for deaf children. Appropriate classes and services for hard of hearing children may be:

a. Self-contained

b. Resource

c. Itinerant

Rule 3.11 Classes for preschool children shall be for children ages 3, 4, and 5, and shall have a teacher-team of a nursery-kindergarten teacher and a qualified teacher of the deaf.

Rule 3.12 Annual application for pre-approval of special education programs or services shall be filed by the school district within 30 days after the beginning of the class or service.
In each instance of late application for pre-approval, reimbursement claims for special education funds will be reduced by one day, for each day after the 30 days period.

C. Eligibility

Rule 3.13 Children between the ages of 3 and 21 years who are deaf or hard of hearing may be eligible for special classes or services.

Rule 3.14 Prior to enrollment, an otological examination is required and subsequent examinations are required at least every 2 years unless this recommendation is modified by the otologist.

Rule 3.15 Prior to enrollment, an audiological evaluation from an approved hearing clinic is required and subsequent evaluations should be made at the request of the teacher, but no less frequent than every 2 years unless this recommendation is modified by the audiologist.

Rule 3.16 A visual examination is required when defective vision is suspected.

Rule 3.17 A psychological evaluation is necessary where there is a question of learning disability.

D. Admission and Dismissal of Children

Rule 3.18 The Superintendent of Schools or another administrator designated by him shall have responsibility for enrolling the child in the program.

Rule 3.19 The administrator shall base his decision on the eligibility of the child and whether or not the program as described on the Application for Conditional Pre-Approval can meet the child's needs.

Rule 3.20 The mandatory provisions, set forth in the School Code of Illinois, Section 14-6, apply to children ages 3 to 21.

Rule 3.21 If a deaf child is being considered for dismissal from a special program, the state consultant must be notified in order to facilitate further educational follow-up.

E. Case Studies

Rule 3.22 Cumulative case study records shall be kept in a manner which shall safeguard their confidentiality, and shall be located in the school building where they are easily accessible to the teacher at all times. Attention should be given to:

a. Family background
b. Developmental history of the child
c. Medical and visual examination
d. Otological report
e. Audiological evaluation
f. Psychological examination
g. Educational evaluations and anecdotal notes

F. Size of Class

Teacher-Pupil Ratio

Rule 3.23 The size of the special class shall be determined by the number of educational levels and degrees of hearing loss within each class group.

Rule 3.24 A class for preschool deaf children (ages 3, 4, and 5) with one qualified teacher of the deaf and one qualified nursery-kindergarten teacher shall have a ratio of 1 teacher to 5 children.

Rule 3.25 A class for DEAF children shall have a maximum enrollment of 6-8 children.

Rule 3.26 A class for HARD OF HEARING children shall have a maximum enrollment of 10-12 children.

G. Curriculum

Rule 3.27 The specialized instruction shall be designed to help the child learn and utilize communication skills in order that he may gain in knowledge and develop environmental competence and personal confidence consistent with his potential.

Rule 3.28 The school curriculum must be adapted to the special needs of each child, with particular attention to the following:

a. Full use of residual hearing

b. Full use of intact sensory avenues, especially visual and tactile

c. Language level and sequential learning

d. Experiential teaching and field trips

H. Location of Classes and Physical Facilities

Rule 3.29 Classes for children with hearing losses shall be located in a school building with children of comparable ages.

a. These classes should be located as advantageously as possible for all school districts sharing in the program.

Rule 3.30 Physical facilities shall include:

a. Classrooms of sufficient size to accommodate special equipment and provide space for proper learning activities at the various class levels

b. For preschool programs,
   (1) A kindergarten-type activity room
   (2) A small room suitable for specialized instruction with small groups
c. Adequate lighting and acoustic treatment, extra electrical outlets, and provision for visual teaching

I. Equipment and Instructional Material

Rule 3.31 Classes and services for children with hearing losses shall be provided with appropriate equipment and educational materials, such as:

a. Pertinent visual aids, phonograph records, and auditory habilitation materials
b. Efficient and up-to-date amplification equipment

J. Qualifications of Teachers

Rule 3.32 To qualify to teach children with hearing losses, in an approved special class, the teacher must:

a. Have a valid Illinois Teacher Certificate
b. Have the specialized training which is required by the Superintendent of Public Instruction, Division of Special Education

K. Supervision

Rule 3.33 All districts having programs for children with hearing losses shall devise and present a plan for the supervision of this program by a qualified person.

a. A qualified supervisor of the deaf may be employed to coordinate the program on a full-time basis.
b. A qualified teacher of the deaf, who is teaching in the program, may be designated as head teacher and given responsibility for coordinating the program on a part-time basis.

Rule 3.34 The plan of supervision must cover all phases of the program including identification of children, the diagnostic process, the instructional program, evaluation of progress, and parent education.

ARTICLE IV

PARTIALLY SEEING

A. Definition

Rule 4.01 Services may be established for partially seeing children between the ages of 3 and 21 years who suffer from a visual disability "making it impractical or impossible for them to benefit from or participate in the normal classroom programs of the public schools in the school districts in which they reside and whose intellectual development is such that they are capable of being educated through a modified classroom program." (The School Code of Illinois, 14-1, Par. 1.)

Rule 4.02 Modified programs mean the provision of additional services and equipment that make it possible for partially seeing children to carry on a regular school program.

B. Establishment of Educational Facilities

Rule 4.03 The Board of Education of the local district shall formally take action to initiate the program only after careful preplanning to insure sound establishment of such services, proper identification of children, meeting of required standards for reimbursement, and continuity and expansion of services.

Rule 4.04 Annual application for pre-approval of special education programs or services shall be filed by the school district within 30 days after the beginning of the class or service.
In each instance of late application for pre-approval, reimbursement claims for special education funds will be reduced by one day for each day after the 30 day period.

C. Types of Services

Rule 4.05 Special Classroom Plan: Children shall be enrolled in a special room in a centrally located building and assigned to a specially trained teacher, who shall arrange the teaching to include, in addition to the special work, part-time in the regular grades of their grade levels.

Rule 4.06 Resource Room Plan: Children shall be enrolled in regular grades in a centrally located building and go to the special room with the special teacher for additional help needed due to low vision.

Rule 4.07 Itinerant Teacher Plan: Children remain in the school closest to their own homes and a special teacher goes to these schools to work with their classroom teachers, furnish necessary supplies and equipment, and work with the individual partially seeing child to meet his particular needs arising from his low vision.

Rule 4.08 Reader Service: A school offering no special service for partially seeing and unable to arrange for a child to enter a special program may provide and be reimbursed for reader service for an eligible partially seeing child. The school must:

a. Send an ocular report to he Office of the Superinendent of Public Instruction for review to establish the child's eligibility.

b. Give supervision of reader and furnish material to be read.

c. Send plan for use of reader service to the Office of the Superintendent of Public Instrucion when service is started and an evaluation at close of service.

Rule 4.09 Large Type Book Service: A school offering no special service for partially seeing children and unable to arrange for a child to enter a special program may borrow large type books from the Office of the Superintendent of Public Instruction. The school must:

a. Send an ocular report to the Office of the Superintendent of Public Instruction to establish the child's eligibility.

b. Request specific texts in large type.

D. Eligibility of Pupils

Rule 4.10 Children between the ages of 3 and 21 may be eligible for a special program if:

a. Their visual acuity is 20/70 or less in the better eye after the best possible correction and they can use vision as a chief channel of learning

b. In the opinion of the eye doctor they can benefit from either temporary or permanent use of appropriate special facilities, and if their intellectual development is such that they are capable of being educated through a program adjusted or modified to meet their needs.

Rule 4.11 There shall be an annual ocular report by an eye specialist to determine the degree of vision.

E. Admission to Programs

Rule 4.12 The Superintendent of Schools or another administrator designated by him is responsible for admission of children to the program.

Rule 4.13 The Superintendent of Schools shall base his decision on the eligibility of the child and whether or not the program as described in the Application for Conditional Pre-Approval can meet the child's needs.

F. Enrollment

Rule 4.14 Enrollment shall be based upon such factors as:

a. Severity of visual loss
b. Age and grade range of pupils
c. Additional handicapping conditions
d. Range of mental ability
e. School's policy regarding mid-year promotions
f. Amount of supervision for program and other factors

A minimum of 5 and a maximum of 14 is a guide for program enrollment and variations from these numbers shall be cleared in writing with the Office of the Superintendent of Public Instruction.

Rule 4.15 Enrollment for Itinerant Teacher Plan: Enrollment shall be based on the factors listed in Rule 4.14 plus the travel involved for the special teacher, the number of children needing equipment supplies only, those needing occasional help, and those needing intensive help.

A guide for this plan is a minimum of 5 and a maximum of 14 children. Variation from these numbers shall be cleared in writing with the Office of the Superintendent of Public Instruction.

G. Case Records

Rule 4.16 Individual cumulative records, including an annual ocular report by an eye doctor and psychological report (if psychological examination has been given), shall be kept by the special teacher in the file assigned thereto.

H. Curriculum

Rule 4.17 Programs for partially seeing children shall follow the curriculum planned for children without visual problems, using educational media suited to their needs and the help of the specially trained teacher to compensate for their low vision.

I. Physical Plant

Rule 4.18 Programs planned for a special classroom or resource room must be housed in a school building to which children may be transported and which offers sufficient classrooms at all grade levels represented by the partially seeing children to allow them to participate as fully as possible in the regular classroom program.

Rule 4.19 A special room properly located within the building, properly lighted, decorated, and equipped should be provided as follows:

a. Adequate size to afford sufficient space for pupils and equipment
b. Artificial illumination of at least 50 foot candles of evenly distributed light
c. Furniture and room decorations in light colored, dull finish
d. Either double transluscent shades or venetian blinds for proper shade control of natural illumination

Rule 4.20 For Itinerant Teacher Plan: Central office space for special teacher with adequate storage space for supplies and equipment. Small secluded space in each school for special teacher to work with individual children.

J. Equipment and Supplies

Rule 4.21 Equipment and supplies provided for the use of children at all grade levels in the special program include such items as:

a. Large type typewriters with appropriate size typing desks, chairs, and copy holders
b. Magnification devices such as hand magnifiers, projection magnifiers, etc.

c. Textbooks in large and regular size print
d. Tape recorders, record players, Talking Book machines, and/or other auditory devices enabling the child to learn through hearing instead of vision
e. Desks with tops adjustable to a 45° angle
f. A locked file for case records for the use of the special teacher
g. Maps and globes without gloss, free of detail, and easy to read
h. Soft lead pencils and matte finish writing paper
i. Green chalk boards and soft white chalk

K. Qualifications of Teachers

Rule 4.22 The special teacher shall be one with sound mental and physical health who has vision correctable to normal with the following special educational training:

a. Required specialized work—six to nine semester hours to include clinical and laboratory study of eye conditions and problems, special methods and program adaptation and adjustment, practice teaching with partially seeing, and typing ability
b. Required background work—15 semester hours to include child growth and development or adolescent psychology, pupil evaluation, mental hygiene, remedial reading, and survey or psychology of exceptional children
c. Elective courses—12 to 15 semester hours to include arts and crafts, nutrition, speech correction, music for children, vocational guidance, and related courses in psychology, sociology, and education

Rule 4.23 The special teacher of children under this rule in Illinois shall have:

a. A valid Illinois Teacher's Certificate registered with the County Superintendent of Schools
b. Approval of the training qualifications from the Division of Special Education of the Office of the Superintendent of Public Instruction

L. Supervision

Rule 4.24 The building principal shall have supervisory responsibility for the program as with all other work in his school.

Rule 4.25 The Superintendent of Schools or person designated by him shall have supervisory responsibility in accordance with needs in administering a good program.

Rule 4.26 The same supervisory services provided by the local school district in areas such as music, art, language arts, science, etc., also should be used in the program for partially seeing children.

ARTICLE V

BLIND

A. Definition

Rule 5.01 Services may be established for blind children between the ages of 3 and 21 years who suffer from a visual disability "making it impractical or impossible for them to benefit from or participate in the normal classroom programs of the public schools in the school districts in which they reside and whose intellectual development is such that they are capable of being educated through a modified classroom program." (The School Code of Illinois, 14-1, Par. 1.)

Rule 5.02 Modified programs mean the provision of additional services and equipment that make it possible for these blind children to carry on a regular school program.

B. Establishment of Educational Facilities

Rule 5.03 The Board of Education of the local district shall formally take action to initiate the program only after careful preplanning to insure sound establishment of such services, proper identification of children, meeting of required standards for reimbursement, and continuity and expansion of services.

Rule 5.04 Annual application for pre-approval of special education programs or services shall be filed by the school district within 30 days after the beginning of the class or service.
In each instance of late application for pre-approval, reimbursement claims for special education funds will be reduced by one day for each day after the 30 day period.

C. Types of Service

Rule 5.05 Special Classroom Plan: Children shall be enrolled in a special room in a centrally located building assigned to a specially trained teacher, who shall arrange the teaching schedules so as to include, in addition to the special work, part time in the regular grades at the children's own grade levels.

Rule 5.06 Resource Room Plan: Children shall be enrolled in regular grades in a centrally located building and go to the special room with the special teacher for additional help needed due to low vision.

Rule 5.07 Itinerant Teacher Plan: Children remain in the schools closest to their own homes and a special teacher goes to these schools to work with the classroom teachers, furnishes supplies and equipment, and works with the individual child to meet the particular needs arising from his lack of vision.

Rule 5.08 Reader Service: A school offering no special service for blind children may provide and be reimbursed for reader services for an eligible blind child if he has mastered the tools of learning for the blind and is considered capable of working without a special teacher. The school must:

a. Send an ocular report to the Office of the Superintendent of Public Instruction for review to establish the child's eligibility.

b. Give supervision for the reader and furnish material to be read.

c. Send a plan for use of reader service to the Office of the Superintendent of Public Instruction when service is started and an evaluation at close of service.

D. Eligibility of Pupils

Rule 5.09 Children between the ages of 3 and 21 shall be eligible for a special program if their vision is so low that they cannot use it as their chief channel of learning and if their intellectual development is such that they are capable of being educated through a program adjusted or modified to meet their needs.

Rule 5.10 Prior to enrollment, there shall be a report from an eye doctor to determine the degree or lack of vision.

Rule 5.11 Children who have never been in school shall be examined by a qualified psychological examiner who has been approved by the Office of the Superintendent of Public Instruction to evaluate blind children.

E. Admission to Programs

Rule 5.12 The Superintendent of Schools or another administrator designated by him is responsible for admission of children to the program.

Rule 5.13 The Superintendent of Schools shall base his decision on the eligibility of the child and whether or not the program as described in the Application for Conditional Pre-Approval can meet the child's needs.

F. Enrollment

Rule 5.14 Enrollment shall be based upon such factors as:

a. Types of visual problems
b. Age and grade range of pupils
c. Additional handicapping conditions
d. Range of mental ability
e. School's policy regarding mid-year promotions
f. Amount of supervision for program and other factors

A minimum of 5 and a maximum of 10 is a guide for program enrollment and variations from these numbers shall be cleared in writing with the Office of the Superintendent of Public Instruction.

Rule 5.15 Enrollment for Itinerant Teacher Plan:
Enrollment shall be based on the factors listed in Rule 5.14 plus the travel involved for the special teacher, the number of children needing equipment and supplies only, those needing occasional help, and those needing intensive help.

A guide for this plan is a minimum of 5 and a maximum of 10 children. Variation from these numbers shall be cleared in writing with the Office of the Superintendent of Public Instruction.

G. Case Records

Rule 5.16 Individual cumulative records including an ocular report by an eye doctor and a copy of the psychological report shall be kept by the special teacher in the file assigned thereto.

H. Curriculum

Rule 5.17 Programs for blind children shall follow the curriculum planned for the regular school program, but shall use educational media suited to their needs and the special teacher shall work with the children to compensate for their lack of sight.

I. Physical Plant

Rule 5.18 Programs planned for a special classroom or resource room must be housed in a school building to which children may be transported and which offers sufficient classrooms at all grade levels represented by the blind children to allow them to participate, as fully as possible, in the regular school program.

Rule 5.19 A special room properly located within the building, properly lighted, decorated, and equipped should be provided as follows:

a. Adequate size to afford sufficient space for pupils and equipment
b. Artificial illumination of at least 50 foot candles of evenly distributed light
c. Furniture and room decorations in light colored, dull finish
d. Either double translucent shades or venetian blinds for proper shade control of natural illumination

Rule 5.20 For Itinerant Teacher Plan, the following shall be provided:

a. Central office space for special teacher with adequate storage space for supplies and equipment
b. Small secluded space in each school for special teacher to work with individual children

J. Equipment and Supplies

Rule 5.21 Equipment and supplies provided for the use of children at all grade levels in the special program include such items as:

a. Adjustable desks with large tops to accommodate both braille books and/or writing material and braille writers
b. Braille writers and braille paper
c. Braille books and edited ink print copies
d. Talking Book machine, record player, and tape recorder
e. Relief maps and globes
f. Models, geometric figures, etc.
g. Typewriters
h. Book cases and cupboards large enough to hold braille books and supplies
i. More bulletin board than chalk board space
j. A locked file for case records for use by the special teacher

K. Qualifications of Teachers

Rule 5.22 The special teacher shall be one with sound physical and mental health who meets the following special educational requirements:

a. Required specialized work—9 to 12 semester hours to include hygiene and physiology of the eye, special methods of teaching blind and program adaptation, techniques of braille reading and writing, ability to type, and practice teaching with blind.

b. Required background work—15 semester hours to include child growth and development or adolescent psychology, mental hygiene, pupil evaluation, remedial reading, survey or psychology of exceptional children.

c. Elective courses—16 to 18 semester hours to include nutrition, speech correction, music for children, vocational rehabilitation, arts and crafts, general curriculum and related courses in education, psychology, and sociology.

Rule 5.23 The special teacher of children under this rule in Illinois shall have:

a. A valid Illinois Teacher's Certificate registered with the County Superintendent of Schools

b. Approval of the training qualifications from the Division Special Education of the Office of the Superintendent of Public Instruction

L. Supervision

Rule 5.24 The building principal shall have supervisory responsibility for the program as with all other work in this school.

Rule 5.25 The Superintendent of Schools or person designated by him shall have supervisory responsibility in accordance with needs in administering a good program.

Rule 5.26 The same supervisory services provided by the local school district in areas such as music, art, language arts, science, etc., should also be used in the program for blind children.

ARTICLE VI

MALADJUSTED CHILDREN—SCHOOL SOCIAL WORK SERVICES

A. Definition

Rule 6.01 "Maladjusted children . . . means children between the ages of 5 and 21 years who, because of social or emotional problems, are unable to make constructive use of their school experience and require the provisions of special services designed to promote their educational growth and development." (The School Code of Illinois, 14-1, Par. 2.)

B. Establishment of Educational Facilities

Rule 6.02 The Board of Education of the local district shall formally take action to initiate the program only after careful preplanning to insure sound establishment of such services, proper identification of children, meeting of required standards for reimbursement, and continuity and expansion of services.

Rule 6.03 Annual application for pre-approval of special education programs or services shall be filed by the school district within 30 days after the beginning of the class or service.
In each instance of late application for pre-approval, reimbursement claims for special education funds will be reduced by one day for each day after the 30 day period.

C. Eligibility

Rule 6.04 Eligibility of a child for the service of the school social worker shall be determined through a shared evaluation of the child's problems by the teacher, the principal, the school social worker, and other professional personnel who have knowledge of the child's problems.

Rule 6.05 Children who express their difficulties through problems of behavior or personality, attendance, social relationships, or learning as evidenced in the school setting shall be eligible for the service of the school social worker.

D. **Referral**

Rule 6.06 A method of referral shall be established by the administrators and the school social worker.

Rule 6.07 The child is accepted for service when the administrator approves the referral.

E. **Case Load**

Rule 6.08 A school social worker shall have, as a regular monthly case load, not more than 40 cases. The regular monthly case load is governed by the number, size, geographical location of the schools which are served, and the characteristics of the balance of the case load.

Rule 6.09 Decisions concerning the opening and closing of cases shall be shared jointly by the teacher, the principal, and the school social worker.

Rule 6.10 All cases shall be closed statistically at the end of the school year.

F. **Schedule**

Rule 6.11 The school social worker shall serve assigned schools in his district on a regularly scheduled basis established through planning with administrators.

G. **Supervision**

Rule 6.12 The District Superintendent of Schools shall be responsible for administrative direction to and consultation with the school social worker or shall delegate such responsibility to another administrator.

Rule 6.13 When a school social worker is in a particular assigned school, the principal of the school shall be responsible for administrative direction and consultation in matters pertaining to his school.

Rule 6.14 The position of a professionally qualified school social work supervisor shall be established when the district recognizes the need of technical supervision for its school social work staff and when such needs conform to the standards for supervision as established by the Office of the Superintendent of Public Instruction.

H. Reports

Rule 6.15 A statistical report shall be submitted on a monthly basis by each school social worker to the administrator to whom he is responsible and to other key personnel as determined by that administrator.

Rule 6.16 An annual statistical report shall be submitted by a date determined by the Office of the Superintendent of Public Instruction to that office by each school social worker on a form supplied by that office. Copies of this report shall be maintained in the office of the responsible local administrator and distributed to local key personnel as determined by the administrator.

Rule 6.17 Names and other identifying information of children served by the school social worker shall be maintained by confidential lists or card files in the office of the responsible administrator.

Rule 6.18 Confidential case records shall be maintained in the locked file of the school social worker. Only authorized personnel will have access to these records.

I. Office Space

Rule 6.19 The school district shall provide an adequate office which shall contain the essential equipment of the school social worker. When this office is shared with other persons, privacy shall be maintained by a careful schedule.

Rule 6.20 In each school served by the school social worker, a private interviewing room shall be provided which can be used by other personnel on a scheduled basis.

J. Equipment

Rule 6.21 The school social worker shall be provided with an adequate desk and chair, telephone, a locked file, chairs for persons being interviewed, and other necessary facilities of an office.

K. Clerical Help

Rule 6.22 The school district shall provide sufficient clerical help to maintain adequate case records and correspondence of the school social worker.

L. Travel Allowance

Rule 6.23 Travel allowance for the school social worker shall be consistent with district travel allowance policy for positions with similar responsibility.

M. Qualifications

Rule 6.24 Persons who meet the following academic professional qualifitions shall be approved by the Division of Special Education for employment as a school social worker in school districts in Illinois, and shall apply to the State Teacher Certification Board for a teacher—school social worker certificate.

For full approval: A master's degree in social casework from a school of social work accredited by the Council on Social Work Education.

For minimum approval: One full year of graduate social casework education in such a school described above. This approval is limited to a four year period of employment. The one year's training must have been completed within the six year period prior to the application for approval or the applicant must present evidence of his current acceptance as a second year student in the degree program in an accredited school of social work.

Rule 6.25 The school district shall evaluate personal qualifications and references.

Article VII

MALADJUSTED CHILDREN—EDUCATIONAL SERVICES

A. Definition

Rule 7.01 "Maladjusted children . . . means children between the ages of 5 and 21 years who, because of social or emotional problems, are unable to make constructive use of their school experience and require the provisions of special services designed to promote their educational growth and development." (The School Code of Illinois, 14-1, Par. 2.)

a. "Social problems" is interpreted to mean poor social adjustment associated with such factors as cultural deprivation, educational retardation, population mobility, socio-economic considerations, and inadequate school opportunities.

b. "Social problems" is also interpeeted to mean serious educational maladjustment resulting from extreme discrepancy between ability and school achievement associated with such factors as perceptual impairment, severe learning disorders, and neurological involvement.

c. "Emotional problems" is interpreted to mean persistent and intense personality deviations or aberrations associated with poor mental health.

B. Establishment of Educational Facilities

Rule 7.02 The Board of Education of the local district shall formally take action to initiate the program only after careful preplanning to insure sound establishment of such services, proper identification of children, meeting of required standards for reimbursement, and continuity and expansion of services.

Rule 7.03 The preplanning shall include consultation with and recommendations of the State Division of Special Education.

Rule 7.04 Annual application for pre-approval of special education programs or services shall be filed by the school district within 30 days after the beginning of the class or service.
In each instance of late application for pre-approval, reimbursement claims for special education funds will be reduced by one day for each day after the 30 day period.

C. Types of Facilities

Rule 7.05 School Social Work (See Rules and Regulations, Article VI—Maladjusted Children Who Receive School Social Work Services)

Rule 7.06 School Psychology (See Rules and Regulations, Article XII—Psychological Services)

Rule 7.07 Individual instruction

a. Poor social adjustment (Rule 7.01a)

b. Extreme discrepancy between ability and achievement (Rule 7.01b)

c. Emotionally disturbed (Rule 7.01c)

Rule 7.08 Itinerant teacher

a. Poor social adjustment (Rule 7.01a)

b. Extreme discrepancy between ability and achievement (Rule 7.01b)

c. Emotionally disturbed (Rule 7.01c)

Rule 7.09 Special classes

a. Poor social adjustment (Rule 7.01a)

b. Extreme discrepancy between ability and achievement (Rule 7.01b)

c. Emotionally disturbed (Rule 7.01c)

Rule 7.10 Full time in regular or special class plus one or more of the above listed facilities.

Rule 7.11 Part time in regular or special class plus one or more of the above listed facilities.

D. Eligibility

Rule 7.12 Eligibility for individual instruction, itinerant teacher, or special classes shall be determined by a case study fully reviewed by professional personnel in a staff conference. In general, professional personnel should include teachers, the qualified psychological examiner, the school social worker, the school nurse, the director of special education, and other professional persons as designated by the superintendent of schools.

Rule 7.13 In districts which do not employ the personnel listed in 7.12, children may be declared eligible for individual instruction and itinerant teacher services on the basis of case studies and staff conferences conducted cooperatively by school personnel and approved social agencies and/or mental health resources.

Rule 7.14 When indicated, appropriate medical examinations shall be required.

Rule 7.15 Psychiatric consultation must be provided for all children considered for admission to individual instruction, itinerant teaching, or special classes for the emotionally disturbed.

Rule 7.16 Reports of all examinations and consultations must be in the case study for consideration at staff conference.

Rule 7.17 Mentally handicapped and multiply handicapped children, as defined in the School Code, Article 14-1, paragraphs 3, 4, and 6, shall not be included in individual instruction, itinerant teaching, or special classes under this article.

E. Admission and Dismissal

Rule 7.18 An eligible child may be placed in the special program at the discretion of the director of special education or another administrator designated by the superintendent.

Rule 7.19 Continued placement in the special program shall be contingent upon continuing evaluation of progress by the professional personnel involved.

Rule 7.20 In no case may a child be continued in facilities under this article for more than two years without a full review in staff conference utilizing current diagnostic reports.

F. Class Size, Case Load, and Age Range

Rule 7.21 The pupil-teacher ratio shall be based on the kind and degree of severity of the handicapping condition and the kind of instruction that is needed.

a. The maximum size of classes for children with poor social adjustment shall be 20. The age range in any such class shall not exceed 4 years.

b. The maximum size of classes for children with a discrepancy between ability and achievement shall be 10. The age range in any such class shall not exceed 4 years.

c. The maximum size for a class for emotionally disturbed children shall be 8. The age range in any such class shall not exceed 4 years. No child shall enter such a class after his 10th birthday. Children shall not remain in these classes for more than 3 years.

d. The maximum case load of children with whom an itinerant teacher may work shall be 10.

G. Physical Plant, Equipment, and Supplies

Rule 7.22 The physical facilities, including housing, equipment, and supplies, shall be appropriate to meet the needs of the class or individual children to be served.

Rule 7.23 Special classes for maladjusted children shall be housed in a public school building with normal children of comparable ages.

H. Curriculum

Rule 7.24 The curriculum shall be designed to meet the needs of the class or the individual child to be served.

I. Records

Rule 7.25 There shall be a folder for each child that will contain the educational, health, medical, psychological records, progress reports, and anecdoral notes maintained by the special teacher. This folder shall be kept in a file easily accessible to the teacher.

J. Supervision

Rule 7.26 The district shall devise and present a plan for the supervision of this program.

Rule 7.27 The plan for supervision must cover all phases of the program including identification, the diagnostic process, the instructional program, evaluation of progress, and parent counseling. Such a plan necessitates regular consultation between the teacher and other professionals who are involved.

K. Teacher Qualifications

Rule 7.28 The special teacher of children under this rule shall have:

a. A valid Illinois Teacher's Certificate and

b. Approval from the Division of Special Education of the Office of the Superintendent of Public Instruction

Article VIII

EDUCABLE MENTALLY HANDICAPPED

A. Definition

Rule 8.01 "Educable mentally handicapped children . . . means children between the ages of 5 and 21 years who, because of retarded intellectual development as determined by individual psychological examination, are incapable of being educated profitably and efficiently through ordinary classroom instruction but who may be expected to benefit from special educational facilities designed to make them economically useful and socially adjusted." (The School Code of Illinois, 14-1, Par. 3.)

The rate of mental development of educable mentally handicapped children is approximately one-half to four-fifths that of children with average intelligence. This is generally interpreted to mean an I.Q. of 55 to 80 on an individual test of intelligence such as the Binet or Wechsler, except that other relevant factors must also be considered.

Retarded children found to be in the 50 to 60 I.Q. range may be classified by the qualified psychological examiner as either educable *mentally handicapped* or trainable *mentally handicapped*.

B. Establishment of Educational Facilities

Rule 8.02 The Board of Education of the local district shall formally take action to initiate the program only after careful preplanning to insure sound establishment of such services, proper identification of children, meeting of required standards for reimbursement, and continuity and expansion of services.

Rule 8.03 Annual application for pre-approval of special education programs or services shall be filed by the school district within 30 days after the beginning of the class or service.

In each instance of late application for pre-approval, reimbursement claims for special education funds will be reduced by one day for each day after the 30 day period.

C. Eligibility

Rule 8.04 Children between 5 and 21 years of age, as defined in Rule 8.01 of this Article in accordance with Section 14-4 of the School Code, who have been properly evaluated and approved or recommended by a qualified psychological examiner, shall be eligible for special class programs.

Rule 8.05 Children must be re-evaluated periodically by a qualified psychological examiner. In no case shall a period of more than three years elapse between evaluations.

Rule 8.06 Older children being considered for high school special class programs, who have been in an elementary special class program for a number of years and attain I.Q.'s not to exceed 90, may be approved for continued eligibility if they remain incapable of being educated profitably and efficiently through ordinary classroom instruction.

D. Admission and Dismissal

Rule 8.07 The psychological examination must be followed by a staff conference of professional personnel. The purpose of this conference is to assist in determining eligibility, appropriate placement, and programming for the child.

Rule 8.08 Responsibility for the placement and/or dismissal of an educable mentally handicapped child in a special class shall rest with the administrative head of the school district or the person employed to represent him.

Rule 8.09 Children who cannot be approved for continued placement must be removed from the special class. The transfer must be carefully planned and timed, but in no case shall a child be retained in the class longer than the current school year in which his eligibility was terminated.

E. Case Studies

Rule 8.10 Cumulative case study records shall be kept by the teacher on each pupil in the class. These records shall be kept in a manner which shall safeguard their confidentiality and make them easily accessible to the teacher at all times.

Rule 8.11 An orderly procedure to allow appropriate records to follow the child from one class to another shall be established by the district.

Rule 8.12 The psychological reports and other confidential records of children leaving an approved program shall be immediately transferred to the responsible special education administrator. Psychological reports shall be transferred to other districts only in cases when the child is to be in an approved special class.

Rule 8.13 The administrator is responsible for transferring appropriate records and reports to school districts and agencies in accordance with policies established by the local school board.

F. Class Size and Age Range

Rule 8.14 Special classes for educable mentally handicapped children shall not be approved when the enrollment exceeds 15 or is less than 10, except that a primary class for children ages 6 to 9 may have as few as 8 pupils. Written permission for deviating from this regulation shall be obtained in advance through the Division of Special Education.

Rule 8.15 Pupils in classes for the educable mentally handicapped are grouped according to chronological age, which shall not exceed a span of more than four years. Deviations from this regulation will be approved only when evidence is submitted that an adequate special educational program is maintained.

G. Curriculum

Rule 8.16 The school district maintaining the special class program has the responsibility for the development of a special course of study, including prevocational training and guidance.

H. Housing

Rule 8.17 Classrooms for educable mentally handicapped children, in order to meet the provision that special education must be a part of and not apart from the regular program, shall be located in a regular school building housing children of comparable ages.

Rule 8.18 The classroom shall be of sufficient size to accommodate adequate equipment and provide space for the proper learning activities at the various class levels. In general, special classrooms shall be comparable to other classrooms in the school.

I. Equipment and Instructional Materials

Rule 8.19 Classes for educable mentally handicapped children shall be provided with appropriate equipment and instructional materials adequate to develop a special education program.

J. Qualifications of Professional Workers (Teachers)

Rule 8.20 A teacher of educable mentally handicapped children must possess a valid Illinois Teacher's Certificate and meet the following requirements:

GENERAL COURSES IN EDUCATION AND PSYCHOLOGY

a. American Public Education
b. Child Growth and Development through Adolescence
c. Principles of Mental Health
d. Speech Re-education

REQUIRED SPECIALIZED WORK (Minimum 16 semester hours)

a. Survey of Education for Exceptional Children
b. Characteristics of the mentally handicapped (educational and psychological) including implications for education
c. Teaching techniques and materials for educable mentally handicapped children including principles of curriculum and classroom organization, working with parents, reporting, record keeping, etc.
d. Practicum with educable mentally handicapped children
e. Pupil evaluation including tests and measurements

BACKGROUND WORK

a. Student teaching with normal children or approved equivalent
b. Handwork and/or art for elementary schools
c. Physical education for elementary schools
d. Music for elementary schools
e. Electives (two areas selected from the following):
   (1) Guidance
   (2) Audio-visual aids
   (3) Related courses in sociology, psychology, and home economics
   (4) Health education
   (5) Vocational rehabilitation
   (6) Related courses in other fields of special education

K. Supervision

Rule 8.21 The school district shall provide adequate supervision for the program for the educable mentally handicapped. The plan shall include the superintendent or his representative, the building principal, and special supervisors who should work cooperatively to supervise the program and integrate it into the total school program.

Article IX

TRAINABLE MENTALLY HANDICAPPED

A. Definition

Rule 9.01 "Trainable mentally handicapped children . . . means children between the ages of 5 and 18 who, because of retarded intellectual development, as determined by an individual psychological examination, given by a qualified psychological examiner . . . are incapable of being educated properly and efficiently through ordinary classroom instruction or special education facilities for educable mentally handicapped, but who may be expected to benefit from training in a group setting designed to further their social adjustment and economic usefulness in their homes or in a sheltered environment." (The School Code of Illinois, 14-1, Par. 4.)

The rate of mental development of trainable mentally handicapped children is approximately one-third to one-half that of children with average intelligence. This is generally interpreted to mean an I.Q. score of 35 to 55 on an individual intelligence test of the Binet type, except that other relevant factors must also be considered.

Retarded children found to be in the 50 to 60 I.Q. range may be classified by the qualified psychological examiner as either educable mentally handicapped or trainable mentally handicapped.

B. Establishment of Educational Facilities

Rule 9.02 The Board of Education of the local district shall formally take action to initiate the program only after careful preplanning to insure sound establishment of such services, proper identification of children, meeting of required standards for reimbursement, and continuity and expansion of services.

Rule 9.03 Annual application for pre-approval of special education programs or services shall be filed by the school districts within 30 days after the beginning of the class or service.

In each instance of late application for pre-approval, reimbursement claims for special education funds will be reduced by one day for each day after the 30 day period.

C. Eligibility

Rule 9.04 Children between 5 and 18 years of age, as defined in Rule 9.01 of this Article in accordance with Section 14-4 of the School Code, who have been properly evaluated and approved or recommended by a qualified psychological examiner shall be eligible for special class programs.

Rule 9.05 Children must be re-evaluated periodically by a qualified psychological examiner. In no case shall a period of more than three years elapse between evaluations.

D. Admission and Dismissal

Rule 9.06 The psychological examination must be followed by a staff conference of professional personnel. The purpose of this conference is to assist in determining eligibility, appropriate placement, and programming for the child.

Rule 9.07 Responsibility for the placement and/or dismissal of a trainable mentally handicapped child in a special class shall rest with the administrative head of the school district or the person employed to represent him.

Rule 9.08 Children who cannot be approved for continued placement must be removed from the special class. The transfer must be carefully planned and timed, but in no case shall a child be retained in the class longer than the current school year in which his eligibility was terminated.

E. Pupil Information

Rule 9.09 Cumulative case study records shall be kept by the teacher on each pupil in the class. These records shall be kept in the classroom in a manner which shall safeguard their confidentiality and make them easily accessible to the teacher at all times.

Rule 9.10 An orderly procedure to allow appropriate records to follow the child from one class to another shall be established by the district.

Rule 9.11 The psychological reports and other confidential records of children leaving an approved program shall be immediately transferred to the responsible special education administrator. Psychological reports shall be transferred to other districts only in cases when the child is to be in an approved special class.

Rule 9.12 The administrator is responsible for transferring appropriate records and reports to school districts and agencies in accordance with policies established by the local school board.

F. Class Size and Age Range

Rule 9.13 Special classes for trainable mentally handicapped children shall not be approved when the enrollment exceeds 10 or is less than 5. Written permission for deviating from this regulation shall be obtained in advance through the Division of Special Education

Rule 9.14 Pupils in trainable mentally handicapped classes are grouped according to chronological age with an age range of not more than six years.

Rule 9.15 Preadolescent and adolescent pupils shall be grouped separately.

G. Curriculum

Rule 9.16 The school district maintaining the special class program has the responsibility for the development of a program of training.

H. Housing

Rule 9.17 Trainable children should be housed in public schools with normal children of comparable ages, but a separate building may be used provided that:

a. The building is under the complete control of the school board and houses only public school classes
b. The classes are under the supervision of a principal
c. The classrooms are of adequate size
d. Provisions are made to insure proper handling of critical situations such as illness, accident, etc.

I. Equipment and Instructional Materials

Rule 9.18 Classes for trainable mentally handicapped children shall be provided with appropriate equipment and instructional materials adequate to develop a special training program.

J. Qualifications of Professional Workers (Teachers)

Rule 9.19 A teacher of trainable mentally handicapped children must possess a valid Illinois Teacher's Certificate and meet the following requirements:

GENERAL COURSES IN EDUCATION AND PSYCHOLOGY

a. American Public Education
b. Child Growth and Development through Adolescence
c. Principles of Mental Health
d. Language Development

REQUIRED SPECIALIZED WORK (Minimum 16 semester hours)

a. Survey of Education of Exceptional Children
b. Characteristics of the mentally handicapped (educational and psychological) including implications for training and/or education
c. Teaching techniques for trainable mentally handicapped including principles of curriculum and classroom organization, working with parents, reporting, record keeping, etc.
d. Practicum with trainable mentally handicapped children
e. Pupil evaluation including tests and measurements applicable to the trainable mentally handicapped

BACKGROUND WORK

a. Student teaching with normal children or submission of evidence of successful teaching experiences in an area of education, special education, or some other discipline dealing with children which has provided an experiential background for teaching trainable mentally handicapped children
b. Crafts for young children
c. Physical activities for young children
d. Music for young children
e. Electives (two areas selected from the following:)
   (1) Parent-teacher education
   (2) Health education
   (3) Community resources
   (4) Related courses in sociology, psychology, and home economics
   (5) Related courses in other fields of special education
   (6) Vocational rehabilitation

K. Supervision

Rule 9.20 The school district shall provide adequate supervision for the program for the trainable mentally handicapped. The plan shall include the superintendent or his representative, the building principal, and special supervisors who should work cooperatively to supervise the program.

Article X

SPEECH CORRECTION

A. Definition

Rule 10.01 "Speech defective children . . . means children between the ages of 3 and 21 whose diagnosis by . . . a qualified speech correctionist indicates that specialized instruction would improve or correct the defects." (The School Code of Illinois, 14-1, Par. 5.)

B. Establishment of Educational Facilities

Rule 10.02 The Board of Education of the local district shall formally take action to initiate the program only after careful preplanning to insure sound establishment of such services, proper identification of children, meeting of required standards for reimbursement, and continuity and expansion of services.

Rule 10.03 Annual application for pre-approval of special education programs or services shall be filed by the school district within 30 days after the beginning of the class or service.
In each instance of late application for pre-approval, reimbursement claims for special education funds will be reduced by one day for each day after the 30 day period.

C. Qualifications of Correctionists

Rule 10.04 If the correctionist is trained in an approved college or university within Illinois, that institution must prepare an application form for Entitlement Cards and send the form to the Office of Teacher Certification. The application form states the type of certificate (Special Education—Speech Correction) to which the student is entitled and certifies that the student has completed the minimum course requirements and has had 200 clock hours of practice work, half of which has been in a state approved school program. If trained outside of the State of Illinois, a transcript of credits, together with a statement concerning the supervised clock hours of practice work, must be sent to and approved by the Division of Special Education of the Office of the Superintendent of Public Instruction. The applicant may then apply to the Office of Teacher Certification for a certificate in Special Education—Speech Correction.

Rule 10.05 For approval, the transcript(s) must give evidence of the following: Sem. Hours

a. General Courses in Education and Psychology..... 10
   (1) American Public Education
   (2) Child Growth and Development through Adolescence
   (3) Mental Hygiene or Personality Adjustment
   (4) Survey of Education for Exceptional Children, or Psychology of Exceptional Children

b. Field of Specialization—Speech Defective..... 35
   (1) Speech correction work to be selected from the following: 23
      (a) Phonetics
      (b) Anatomy and physiology of speech and hearing mechanism
      (c) Speech correction
      (d) Speech pathology
      (e) Speech science
      (f) Student teaching in speech correction, 200 clock hours, at least half of which are in an approved school situation
   (2) Work in the field of hard-of-hearing..... 6
      (a) Hearing testing techniques and interpretation
      (b) Communication problems of hearing (speech, speech reading, auditory training)
   (3) Background areas—to be selected from the following: 6
      (a) Pupil evaluation including tests and measurements
      (b) A course in guidance, clinical or abnormal psychology, or the psychology of personality
      (c) Teaching of reading
      (d) Student teaching of academic subjects

D. Providing Essential Facilities and Equipment

Rule 10.06 The room assigned to the speech correctionist for working with his pupils should be:

a. Advantageously located
b. Properly lighted
c. Properly heated and ventilated
d. Attractively decorated
e. Of adequate size
f. Provided with an electric outlet

Rule 10.07 Every room in which the speech correctionist works should be provided with:

a. Tables and chairs to fit pupils
b. A chalk board
c. A bulletin board
d. A mirror or mirrors
e. Locked cupboard and drawer space
f. A cot when requested
g. Two chairs for adults

Rule 10.08 The following should be in the school that provides office space for the correctionist:

a. A desk and chair
b. A locked file
c. Storage space for general supplies
d. A telephone

Rule 10.09 Technical equipment and teaching materials:

a. A pure-tone audiometer
b. A recording machine
c. Books, chairs, record forms, games, flannel boards, speech testing aids, and other materials which the teacher may requisition
d. Typing and mimeographing facilities available

E. Locating and Testing the Speech Defective Child

Rule 10.10 In districts beginning the program, the speech correctionists shall make a careful survey of the children to ascertain the number and types of cases. However, in districts where the

total enrollment indicates there will be a larger case load than can be served by the employed teachers of speech correction, the administration should select the area to be surveyed. This may be done by choosing certain schools or certain grades, but the total number surveyed by one teacher should not exceed 1,000.

Rule 10.11 The speech correctionist should recognize that certain speech problems result from physical conditions and that these conditions require medical diagnosis and treatment. The speech correctionist should recognize that in some cases the plan for speech therapy is contingent upon medical treatment and recommendation.

Rule 10.12 Established programs should have definite plans for yearly surveys.

Rule 10.13 Because the problems of hearing are primarily medical ones, the health department has the responsibility for the all-school hearing testing program.

F. The Speech Correctionist's Weekly Case Load

Rule 10.14 The case load should range from 70 to 100 pupils per speech correctionist at any given time. Any variation from this number should be approved by the Division of Special Education in the Office of the Superintendent of Public Instruction.

G. Schedule

Rule 10.15 The individual needs of pupils and the number of pupils requiring speech help determine the length of time a correctionist spends in a school. A portion of time shall be left in the correctionist's schedule for conferences, visits, and planning. The equivalent of one-half day a week should be allowed for this work.

Rule 10.16 The correctionist shall schedule each pupil for no less than two lessons per week. These may vary from fifteen to thirty minutes in length.

H. Recording and Reporting Speech Services

Rule 10.17 Records of all pertinent medical, dental, or psychological information should be kept in the pupil's case history. Information from the home, the nurse, and from the regular teachers should be gathered as a basis for making histories.

Rule 10.18 The daily written lesson plan should indicate the methods and techniques which will, at this point, contribute the most in the child's speech improvement. Brief records should be made of what has been accomplished and plans for the next logical step should be indicated.

Rule 10.19 At the close of the year on a date determined by the Division of Special Education, a state report shall be submitted to the Office of the Superintendent of Public Instruction giving a statistical summary and classification of the cases receiving speech therapy.

I. Supervision

Rule 10.20 The district superintendent of schools will be responsible for administrative direction to and consultation with the speech correctionists or shall delegate such responsibility to another administrator.

Rule 10.21 When a speech correctionist is in a particular assigned school, the principal of the school shall be responsible for administrative direction and consultation in matters pertaining to his school.

Rule 10.22 The position of a professionally qualified speech correction supervisor shall be established when the district recognizes the need of technical supervision for its speech correction staff and when such needs conform to the standards for supervision as established by the Office of the Superintendent of Public Instruction.

Article XI

MULTIPLY HANDICAPPED CHILDREN

A. Definition

Rule 11.01 "Multiply handicapped children . . . means children between 5 and 21 years who may be placed within two or more classifications of this section or in at least two different programs provided under paragraph 1 of this section." (The School Code of Illinois, 14-1, Par. 6.)

Rule 11.02 The law for multiply handicapped children is interpreted to mean that special educational facilities may be established for children whose multiple handicaps prevent optimum educational progress in facilities established under paragraphs one, two, and three of Article 14-1 of the School Code of Illinois.

B. Establishment of Educational Facilities

Rule 11.03 The Board of Education of the local district shall formally take action to initiate the program only after careful preplanning to insure sound establishment of such services, proper identification of children, meeting of required standards for reimbursement, and continuity and expansion of services.

Rule 11.04 The preplanning shall include consultation with, and recommendations of, the Division of Special Education.

Rule 11.05 Annual application for pre-approval of special education programs or services shall be filed by the school district within 30 days after the beginning of the class or service.
In each instance of late application for pre-approval, reimbursement claims for special education funds will be reduced by one day for each day after the 30 day period.

C. Types of Facilities

Rule 11.06 Facilities may include special classrooms, itinerant teachers, tutors, and/or supplementary educational services that meet unique conditions of individual children.

Rule 11.07 Children in an approved special class shall also be eligible for other special education services as may be required.

D. Eligibility

Rule 11.08 Eligibility for individual instruction, itinerant teacher, or special classes shall be determined by a case study fully reviewed by the professional personnel in a staff conference. In general, professional personnel should include teachers, the qualified psychological examiner, the school social worker, the school nurse, the director of special education, and other professional persons as designated by the superintendent of schools.

Rule 11.09 In districts which do not employ the personnel listed in 11.08, children may be declared eligible for individual instruction and itinerant teacher services on the basis of case studies and staff conferences conducted cooperatively by school personnel and approved community social agencies and/or mental health resources.

Rule 11.10 The following regulations must be complied with:

a. Appropriate medical examinations shall be required
b. Psychiatric consultation shall be required for all children believed to be suffering from emotional disturbance
c. Evaluation by a qualified psychological examiner shall be required for all children believed to be intellectually retarded
d. Reports of such examinations and consultations must be in the case study for consideration at staff conference

E. Admission and Dismissal

Rule 11.11 An eligible child may be placed in the special program at the discretion of the director of special education or another administrator designated by the superintendent, provided that the staff conference has recommended such placement.

Rule 11.12 Continued placement in the special program shall be contingent upon evaluation of progress through the case study-staff conference process.

Rule 11.13 In no case may a child be continued in facilities under this rule for more than two years without a full review in staff conference utilizing current diagnostic reports.

F. Class Size, Case Load, and Age Range

Rule 11.14 The pupil-teacher ratio shall be based on the kind and degree of severity of the handicapping condition and the kind of instruction that is needed.

Rule 11.15 The maximum size for a class for multiply handicapped children shall be 10. The age range in any such class shall not exceed four years.

C. Physical Plant, Equipment, and Supplies

Rule 11.16 The physical facilities, including housing, equipment, and supplies, shall be appropriate to meet the needs of the class or individual child to be served.

Rule 11.17 Classes for multiply handicapped children shall be housed in public schools with normal children of comparable ages.

H. Curriculum

Rule 11.18 The curriculum shall be designed to meet the needs of the class or the individual child to be served.

I. Records

Rule 11.19 There shall be a folder for each child that will contain the educational, health, medical and psychological records, progress reports, and anecdotal notes maintained by the special teacher. This folder shall be kept in a file easily accessible to the teacher.

J. Supervision

Rule 11.20 The district shall devise and present a plan for the supervision of this program.

Rule 11.21 The plan for supervision must cover all phases of the program including identification, the diagnostic process, the instructional program, evaluation of progress, and parent counseling.

K. Teacher Qualifications

Rule 11.22 The special teacher of children under this article shall have:

a. A valid Illinois Teacher's Certificate and
b. Approval from the Division of Special Education

Rule 11.23 The teacher of a special class under this rule shall be fully qualified in at least one of the following areas:

a. Physically handicapped
b. Blind
c. Partially seeing
d. Deaf
e. Hard of hearing
f. Educable mentally handicapped
g. Emotionally disturbed

ARTICLE XII

PSYCHOLOGICAL SERVICES

A. Definition

Rule 12.01 Psychological service means the work done by persons trained as psychologists, using the professional skills necessary for diagnosis of children's difficulties, recommendation as to placements in programs of special education, acting as consultants to school personnel and parents as to children's adjustment and educational programs, and other work within the competence of the psychologist, within the scope of psychological work, and approved by the Division of Special Education. These functions are named and described in Rule 12.14.

Rule 12.02 "School psychologist" means a person certified as Qualified Psychological Examiner, (according to the requirements of Section 14-4 of the School Code), offering psychological services as described in Rule 12.01 and performing the functions described in Rule 12.14.

B. Establishment of Service

Rule 12.03 Service shall be established by formal action of the school board.

Rule 12.04 Annual application for pre-approval of special education programs or services shall be filed by the school district within 30 days after the beginning of the class or service.

Rule 12.05 Professional Worker forms for each psychologist employed must also be submitted on or before 30 days after psychological services are started.

Rule 12.06 A district desiring to use the services of state area psychologists must submit an application for pre-approval of psychological services, indicating such a desire.
In each instance of late application for pre-approval, reimbursement claims for special educational funds will be reduced by one day for each day after the 30 day period.

C. Requirements for Certification of School Psychologist

Rule 12.07 Educational requirements: Should be graduated *with a master's or higher degree in psychology or educational psychology from an institution of higher learning which maintains equipment, course of study and standards of scholarship approved by the Superintendent of Public Instruction.*

a. A Ph.D. degree in psychology with emphasis upon courses relevant to the training of school psychologists or an Ed.D. degree with an equivalent course of study meets these requirements.

b. A master's degree in psychology (or a master's degree requiring an equivalent course of study) with emphasis upon courses relevant to the training of school psychologists and additional class hours in psychology, the total of which would be equivalent to both an undergraduate major in psychology and a master's degree in psychology also meets the educational requirements. The minimum is considered as about fifty-six semester hours of course work.

c. Academic background should include (within the fifty-six hours) a minimum of twenty-four semester hours in the following study areas:

(1) Child development
(2) Personality
(3) Abnormal psychology
(4) The clinical study of children, including the administration of individual tests and evaluative techniques
(5) Counseling
(6) Learning
(7) The exceptional child

Rule 12.08 Requirements as to experience: *who has had at least one year of full-time supervised experience in the individual psychological examination of children of a character approved by the Superintendent of Public Instruction.*

a. Interpretation of terms:

(1) *One year* means a total of at least nine calendar months. Periods of less than three consecutive months may not be included.
(2) *Full-time* means at least twenty-five hours per week.

(3) *Experience* means full time work, acquired after the completion of course work for the master's or higher degree (except as in (a) and (b) below), with school children of all ages, but primarily of elementary school age, and including work with mentally handicapped children.

(a) In the case of a person having the Ph.D. or Ed.D. degree, where a practicum or internship equivalent to *one year of full-time* supervised experience was part of the training program, no further experience, either supervised or unsupervised, shall be required.

(b) In the case of a person having two years of graduate work (a two-year master's degree or a one-year master's degree plus one more year of graduate work) which included as much as forty-five semester hours of course work, and practicum or internship equivalent to *one year of full-time supervised experience,* no further experience, either supervised or unsupervised, shall be required.

(4) *Supervised* experience means supervision by a psychologist certified as qualified psychological examiner, or other clinical psychologist, who has had a minimum of three years of experience in the individual psychological examination of children of school age, covering work with all types and age ranges of children.

Rule 12.09 Additional qualifications required: *and who has such additional qualifications as may be required by the Superintendent of Public Instruction.*

a. Proficiency in individual psychological examination of children, including educational diagnostic techniques; ability to plan and carry out a diagnosis suitable and adequate for each particular case; ability to handle staff conferences, interpret data, and write adequate reports; and proficiency in counseling and other functions that may be needed as supplementary to the examinations.

b. Ability and willingness to work according to high standards of competence and high standards of ethics, to do very thorough work, and to foster good interprofessional relationships.

c. Must be of good character, good health, a citizen of the United States and at least 19 years of age, according to Section 21-1 of the School Code.

D. **Certification**

Rule 12.10 Candidate must meet the requirements described in Section C, Requirements for Certification of School Psychologist, Rules 12.07, 12.08 and 12.09, and must make application to the Superintendent of Public Instruction for certification as qualified psychological examiner, through the Supervising Psychologist.

Rule 12.11 Candidate must give evidence of being associated with a program for providing psychological services for school children.

Rule 12.12 A candidate, who meets the above stated requirements and is recommended to the Superintendent of Public Instruction by the Supervising Psychologist and Director of Special Education, and has the approval of the Superintendent of Public Instruction, will be issued a permit to serve for four years as "Qualified Psychological Examiner".

E. **Revocation of Certificate**

Rule 12.13 Certificate may be revoked for the following causes:

a. Evidence of having no association with programs for providing psychological services for school children in Illinois
b. Incompetence in performance of psychological services
c. Unprofessional or unethical conduct

F. **Functions of School Psychologist**

Rule 12.14 Functions of the school psychologist are as follows:

a. All school psychologists are expected to give priority to the work of examining children who may be in need of placement in programs or special education, and other functions that may be needed as supplementary to the examinations.
b. The primary function and responsibility of the school psychologist is individual study of children with various types of problems such as those described in 12.14a, and other types of problems, (such as reading problems, behavior problems, social and emotional problems, etc.) in regular or special classes, and other functions needed as supplementary to the diagnostic study.

(1) Individual child study includes:
Use of standardized tests and evaluative techniques on an individual basis; consultations with school personnel, professional personnel outside the school and with parents as to children's adjustment and educational programs; observation of the child in the classroom or at play; analysis of data; staff conferferences; the writing of reports; and follow-up and re-evaluation.

(2) Only cases where there is referral material, individual evaluation, a staff conference, and a written report may be classed as individual child study.

(3) At least two-thirds of the psychologist's time shall be spent in individual child study. Section H, Rule 12.23, further explains approved indivdual child study.

(4) The purposes of study of children having problems are to ascertain whether or not the children are in need of special educational placements, programs or facilities, and to plan for these children's needs in cooperation with other school personnel.

c. School psychologists may also perform other functions which fall within their individual competencies:

(1) Screening school enrollments to identify children who should be referred for individual study

(2) Counseling and psychological remedial measures which may be needed by children studied

(3) Research which contributes to the development of special education and special education services and facilities

(4) Assisting in in-service training of teachers

(5) Parent education

(6) Consulting with school personnel as to curriculum development and the total school program

(7) Committee assignments

(8) Supervision of psychological programs and other psychologists

(9) Furnishing leadership in school and community in promoting sound mental health practices as a means of prevention of psychological maladjustment

(10) Attending professional meetings, and other activities for professional improvement and service to the profession

d. All the work done by a psychologist functioning according to these rules is "Special Education". "Special educational services" are being provided, accordiog to Section 14-1 of the School Code.

G. Bases and Calculation of Reimbursements

Rule 12.15 Reimbursement is on the basis of number of days worked. For a psychologist certified as qualified psychological examiner and employed full time during the entire school year, the reimbursement is $5,000. For an approved psychologist (intern). described in Section J, the reimbursement is $3,000.

Rule 12.16 Reimbursement for any work less than full time is on a per day basis, according to the following formula:

$$\frac{\text{No. full time days psychologist is employed}}{\text{No. days school in session for the year}} \times \$5{,}000 \text{ (or } \$3{,}000)$$

Rule 12.17 One day's work consists of at least five clock hours.

Rule 12.18 The district shall submit the required claim for reimbursement as required by law on or before August 1.

Rule 12.19 An annual report compiled by the psychologist, using the form furnished by the Office of the Superintendent of Public Instruction, must be sent to the Supervising Psychologist by June 30, by each school district or joint agreement making a claim for reimbursement. Claims will be approved after receipt of the psychologist's annual report.

Rule 12.20 There must be compliance with all regulations contained in Article XII.

Rule 12.21 There is reimbursement for psychological services only when the psychologist is certified as qualified psychological examiner or approved as psychologist (intern), described in Section J.

H. Regulations in Regard to Performance of Work of the School Psychologist

Rule 12.22 Responsibilities of school districts:

a. Furnish the psychologist with complete referrals. A complete referral includes the following information:
   (1) Statement of the reason for referral
   (2) A review of school history and present behavior and achievement

(3) Health history and present status of health

(4) Family background and environmental factors

b. Provide adequate office facilities for psychologist. The quarters should be quiet, private, and well-lighted

c. Provide room for working with children. The room should be quiet, private, and well-lighted

d. Provide adequate psychological equipment

e. Provide for psychologist holding staff conferences with school personnel

f. Provide adequate secretarial help

g. Provide locked files for retention of psychological data and reports

h. Provide for safeguarding records and for permanent filing and retention of psychological records and reports

Rule 12.23 The qualified psychological examiner has the responsibility of meeting the requirements for approved psychological study. These requirements are:

a. Adequate study and evaluation of each child, using individual diagnostic methods and materials suitable in each particular case. Except for screening, adequate study includes study of ability, achievement, personality, and special abilities and disabilities, as well as study of referral materials and of any other significant factors and data. Section F, Rule 12.14, describes individual child study.

b. Staff conference with school personnel for each child studied

c. Individual conferences with school personnel and with parents when needed

d. Adequate written reports showing findings and recommendations

Rule 12.24 The Supervising Psychologist in the Division of Special Education is responsible for the supervision of the program at the state level and the determination of the adequacy of the program in any district.

Reimbursement to the district for the services of a psychologist depends upon approval of the program by the Supervising Psychologist.

I. Administrative Regulations

Rule 12.25 Any psychologist certified as qualified psychological examiner may be employed by any district (or group of districts forming a joint agreement or cooperative arrangement) on a full-time, part-time, or temporary-fee basis in meeting the requirements of the law for determining eligibility of children for special education placements and/or to perform all the functions of a school psychologist.

Rule 12.26 If a district or joint agreement employs *three or more* full-time or salaried part-time qualified psychological examiners, one of these must be designated as the individual to assume responsibility for adequate functioning of the program of psychological services, to avoid the possibility of duplication of services and lack of efficiency.

Rule 12.27 The qualified psychological examiner in any one school system is responsible for psychological evaluation of all children in special education programs in that school system when a psychological study is required. When a local school system agrees to accept a child from a neighboring school system into its special education program, the qualified psychological examiner in the local school system operating the special class is responsible for psychological evaluation of that child, to determine the child's eligibility and to furnish any further evaluations which may be needed. Where the district of residence employs a psychologist, that psychologist may do the original evaluation to determine eligibility.

J. Internships in School Psychology

Rule 12.28 Approved psychologist (intern) means a person meeting all the requirements for certification as qualified psychological examiner, except for the supervised experience requirements. He must be approved for internship through the Office of the Superintendent of Public Instruction. Under the supervision of a psychologist certified as qualified psychological examiner, he must be offering psychological services as described in Rule 12.01 and performing the functions described in Rule 12.14.

Rule 12.29 The intern must fill out the application form and have endorsements and transcripts sent, as in applying for certification as a qualified psychological examiner. The application should be marked "intern".

Rule 12.30 The psychologist (intern) must be employed full time by the school district or joint agreement and all of his work must be under the supervision of a qualified psychological examiner employed full time by the same school district.

Rule 12.31 Both intern and supervising qualified psychological examiner must be employed full time as psychologists.

Rule 12.32 The qualified psychological examiner supervising the intern must send a rather detailed description of his procedures and plans for supervising the intern to the Supervising Psychologist.

Rule 12.33 The internship must be approved in writing by the Supervising Psychologist of the Division of Special Education, Office of the Superintendent of Public Instruction.

Rule 12.34 The work being done by the intern must conform to all the other regulations of Article XII, Psychological Services.

Rule 12.35 The school district must file the "Application for Conditional Pre-Approval for Psychological Services" with the Division of Special Education and must include Professional Worker forms for the intern (marked "intern").

Rule 12.36 The claim for reimbursement will be made (on receipt by the school district of the proper forms) on or before August 1. An annual report, (forms to be supplied) compiled by the intern, will be sent to the Supervising Psychologist by June 30.

Rule 12.37 All forms and correspondence regarding internship programs in school psychology shall be sent to the Supervising Psychologist, Division of Special Education, Office of the Superintendent of Public Instruction, P.O. Box 906, Springfield, Illinois.

Rule 12.38 Claims for reimbursement for employment of interns in school psychology shall be approved only where the above rules and regulations have been followed.

Rule 12.39 Under certain conditions, in particular situations, through planning with the Supervising Psychologist in the Division of Special Education, some of the above rules in Section J may be waived and other arrangements approved.

Article XIII

TRANSPORTATION OF EXCEPTIONAL CHILDREN

A. Definition

Rule 13.01 Transportation of exceptional children means transportation for children of the type described in Section 14-1 of the School Code of Illinois and whom the Superintendent of Public Instruction determines in advance require special transportation service in order to take advantage of educational facilities.

B. Establishment of Transportation Service

Rule 13.02 Transportation service shall be established by formal action of the school board.

C. Eligibility

Rule 13.03 Any child who has been declared eligible for and enrolled in an approved special class or facility for children of the type described in Section 14-1 may be eligible for special transportation.

Rule 13.04 Any physically handicapped child who can attend a regular class may qualify for special transportation only upon the certification of medical eligibility as determined by a licensed medical examiner.

D. Application for Conditional Pre-Approval

Rule 13.05 An application for conditional pre-approval must include:

a. A copy of the contract
b. Verification of a chauffeur's license and TB examination for the driver
c. Liability insurance
d. State vehicle inspection
e. Medical certification for those children being transported to regular classes

Rule 13.06 Annual application for pre-approval of special education programs or services shall be filed by the school district within 30 days after the beginning of the class or service.

In each instance of late application for pre-approval, reimbursement claims for special education funds will be reduced by one day for each day after the 30 day period.

Rule 13.07 When additional children are added to the service throughout the year and the vehicle and/or driver differs from the original application for pre-approval, a new application for pre-approval must be submitted and be accompanied by:

a. A copy of the contract
b. Verification of a chauffeur's license and TB examination for the driver
c. Liability insurance
d. State vehicle inspection
e. Medical certification for those children being transported to regular classes

Rule 13.08 Every child for whom special transportation has been provided must have been reported on either an original application for pre-approval or the May 1st Supplementary Report. Names not appearing on an original application or May 1st Supplementary Report cannot be honored at claim time.

E. Transportation Regulations in Illinois

Rule 13.09 All transportation, where tax funds are used, comes under the interpretation of the school bus law. Special education transportation is governed by the regulations outlined in Circular Series A, No. 134, School Bus Transportation in Illinois.

Article XIV

ADMINISTRATORS AND SUPERVISORS OF SPECIAL EDUCATION

A. Definition

Rule 14.01 The position of administrator of special education shall be a specialized staff position comparable to other administrators in a school system. This administrator shall be qualified to give direction to, and be responsible for, the administration, supervision, and coordination of the overall educational program for exceptional children. Therefore, he must have an understanding of and be knowledgeable in all areas of special education. Reimbursement shall be given only for an administrator who gives full time to special education.

Rule 14.02 The supervisor shall be professionally competent to give direction and leadership in the specific area of his responsibility. He must possess specialized knowledge and skill in leadership, human relations, group process, personnel, and evaluation. He must be expertly informed in his area of specialty. Reimbursement shall be given only to the supervisor who gives full time to special education.

B. Establishment of Service

Rule 14.03 The service shall be established by formal action of the board.

Rule 14.04 Annual application for pre-approval of special education programs or services shall be filed by the school district within 30 days after the beginning of the class or service.
In each instance of late application for pre-approval, reimbursement claims for special education funds will be reduced by one day for each day after the 30 day period.

C. Districts' Eligibility for Reimbursement

Rule 14.05 No administrator of special education shall be approved for reimbursement as a full-time administrator of special education unless there are ten or more professional workers in three

or more areas of special education under his direction who have been approved as such by the Division of Special Education. In the case of new progams being developed in a school district or school districts under his direction, a probationary period not to exceed two years shall be permitted to complete the organization and development of such a program of special education resulting in the employment of ten approved special education workers.

Rule 14.06 No supervisor of special education shall be approved for reimbursement as a full-time supervisor of special education unless there are ten or more professional workers in special education under his supervision who have been approved as such by the Division of Special Education in the area or areas in which he is qualified to serve as determined in Section E.

D. Qualifications of Administrators

Rule 14.07 The qualifications for an administrator of special education shall include:

a. A certificate valid for endorsement for an administrative position which requires a master's degree and four years of successful teaching experience

b. A minimum of thirty semester hours in background courses from the following areas with work distributed in each of the five areas:
   (1) Child development
   (2) Tests and measurements and statistics
   (3) Curriculum development
   (4) Philosophical and social foundations
   (5) School administration and supervision

c. A minimum of thirty semester hours in undergraduate or graduate work from the following areas with work distributed in each of the five areas:
   (1) Survey of problems in all areas of exceptionality
   (2) Special methods courses in the education of at least three areas of exceptionality as defined by the School Code of Illinois
   (3) Supervision of programs for exceptional children
   (4) Educational and psychological diagnosis and remedial techniques
   (5) Guidance and counseling

E. Qualifications of Supervisors

Rule 14.08 The qualifications for a supervisor of special education shall include:

a. A certificate valid for endorsement for supervisory position in the area of his responsibility

b. A minimum of a master's degree earned at an accredited college or university

c. A certificate valid for teaching in the area of his responsibility, and two years of successful teaching experience in the area of his responsibility

d. A minimum of fifteen semester hours in background courses from the following areas with work in three areas including curriculum development and supervision:

(1) Child development
(2) Curriculum development
(3) Philosophical and social foundations
(4) Supervision

e. A minimum of fifteen semester hours in undergraduate or graduate work from the following areas with work distributed in not less than three of these areas:

(1) Survey of problems in all areas of exceptionality
(2) A sequence of three courses in the education of the area of exceptionality to be supervised
(3) Supervision of programs for exceptional children
(4) Educational and psychological diagnosis
(5) Guidance and counseling

Rule 14.09 The qualifications for a supervisor of speech correctionists shall include:

a. A certificate valid for endorsement for a supervisory position in speech correction

b. A minimum of a master's degree earned at an accredited college or university

c. A minimum of four years of speech correction experience in the school setting

d. A minimum of twelve semester hours in speech correction beyond the minimum course requirements for certification

e. A course in supervision

Rule 14.10 The qualifications for a supervisor of school social workers shall include:

a. A certificate valid for endorsement for a supervisory position in school social work

b. A minimum of a master's degree, which requires two years graduate work, earned at a school of social work accredited by the Council of Social Work Education

c. A certificate valid for working as a school social worker, and four years of social case work practice including two years under supervision and a minimum of two years in the school setting

d. A minimum of twenty clock hours in the area of supervision which is offered by an accredited school of social work

e. A minimum of six semester hours in background courses from the following areas with work in three areas including survey of education of exceptional children and the school and society:

(1) Survey of education of exceptional children
(2) History of education
(3) Philosophy of education
(4) The school and society
(5) Educational psychology

Rule 14.11 The qualifications for a supervisor of psychologists shall include:

a. Must be certified as a qualified psychological examiner through the Office of the Superintendent of Public Instruction

(1) Must have a master's degree or doctorate in psychology or educational psychology, with courses relevant to the training of school psychologists

(2) Total course work must be equivalent to both an undergraduate major in psychology and a master's degree in psychology

(3) Within the total, there must be a minimum of twenty-four semester hours in the following study areas:

(a) Child development
(b) Personality
(c) Abnormal psychology
(d) The clinical study of children
(e) Counseling
(f) Learning
(g) The exceptional child

(4) One year of full-time experience in psychological work with children under the supervision of a qualified psychologist

b. Must have had three years of experience in psychological work with children, at least one year of which must have been in public schools in the State of Illinois

c. Must have had broad experience in all areas of exceptionality

d. Must have the necessary personality characteristics for successfully supervising and coordinating a program of psychological services

e. Must have a high degree of professional competence in psycho-educational diagnosis, including the use of projective techniques

f. Must have sufficient knowledge of research design and methods and statistical treatment of data, to plan competently and direct needed research projects

g. Must be willing to carry out his own work and direct the work of others according to the highest standards of thoroughness, competence, ethics, and interprofessional relationships

F. Procedures for Evaluation

Rule 14.12 Special education administrators and supervisors appointed after July 1, 1962, shall meet all the minimum requirements to be eligible for district reimbursement. However, if the applicant presents evidence of meeting a majority of the minimum training requirements and agrees to remove the deficiencies within one year, the district may submit a request for "temporary approval." In case it is granted and the applicant receives the training, the district is eligible for reimbursement under the provisions of the law. If required training is not completed within one year, future approval shall be withheld. "Temporary approval" may also be granted for one year when an emergency exists in filling a replacement.

Rule 14.13 An administrator or supervisor of special education who has served in this position prior to July 1, 1962, fully qualified under the standards in effect at the time of his employment, shall be permitted to continue to qualify as long as he remains in the same or equivalent position.

Rule 14.14 The district shall submit for evaluation to the Director of the Division of Special Education:

a. A letter requesting reimbursement under the law
b. List of name, position, and business address of each
c. A copy of all transcripts of training
d. A statement showing the applicant's experience in education, special education, and administration or supervision

Rule 14.15 Professional credits meeting the training requirements shall be in training centers approved by the Office of the Superintendent of Public Instruction.

Rule 14.16 The Division of Special Education shall be responsible for interpretation and decision on individual cases.

Article XV

NECESSARY NON-CERTIFIED EMPLOYEES

A. Definition

Rule 15.01 "Necessary non-certified employee" means a qualified person who is employed to assist in classes for children described in paragraph 1 of Section 14-1 who are crippled or in classes for children described in paragraph 4 of said section. (H.B. 1037, 1963)

B. Establishment of Service

Rule 15.02 The Board of Education of the local district shall formally take action to initiate the service after the need for such service has been established.

Rule 15.03 Annual application for pre-approval of this special service shall be filed by the school district within 30 days after the beginning of the service.
In each instance of late application for pre-approval, reimbursement claims for special education funds will be reduced by one day for each day after the 30 day period.

C. Qualifications

Rule 15.04 An approved necessary non-certified employee must meet the following qualifications:

a. Be a high school graduate (except those employed prior to 1963-64 school year)
b. Be of good character
c. Be other than the parent of a child enrolled

D. Purpose

Rule 15.05 In classes for the physically handicapped a necessary non-certified employee shall be responsible for assisting with the physical care of the children and for other non-teaching duties as the teacher may assign.

Rule 15.06 In classes for trainable mentally handicapped a necessary non-certified employee shall be responsible for assisting with the physical care of the children and for other non-teaching duties as the teacher may assign.
In classes for the trainable mentally handicapped where a full-time necessary non-certified employee is employed, enrollment may be extended to a maximum of 15 provided that the facilities are adequate to accomodate this number of children.

E. Reimbursement of Necessary Non-Certified Employees

Rule 15.07 Reimbursement shall be limited to one-half the salary paid or $1500 annually per employee, whichever is less.

Article XVI

SPECIAL EDUCATION SUMMARY REPORT AND REIMBURSEMENT CLAIM FOR EXCEPTIONAL CHILDREN

A. Professional Workers

Rule 16.01 All parts of the claim must be completed in pen or by typewriter.

Rule 16.02 Instructions which shall be followed in completing the claim are contained in Form Spec. Ed. No. 251—"Instruction Sheet for Completing the Claim for Exceptional Children."

Rule 16.03 In claiming reimbursement for psychologists, use Addendum Claim Form Spec. Ed. No. 1050—"Psychologist Certified as Qualified Psychological Examiner or Approved Psychologist Intern." Follow instructions and add the amount indicated to the Special Education Summary Report and Reimbursement Claim..

Rule 16.04 In claiming reimbursement for administrators and supervisors, use Addendum Claim Form Spec. Ed. No. 1150—"Qualified Administrators and Supervisors." Follow instructions and add the amount to the Special Education Summary Report and Reimbursement Claim.

Rule 16.05 In claiming reimbursement for teachers of pre-school deaf, use Addendum Claim Form Spec. Ed. No. 450—"Pre-school Deaf and Hard of Hearing." Follow instructions and add the amount to the Special Education Summary Report and Reimbursement Claim.

Rule 16.06 Prepare only one set of "Special Education Summary Report and Reimbursement Claim for Exceptional Children" for all approved programs.

Rule 16.07 File three copies with the County Superintendent of Schools on or before August 1.

Rule 16.08 Use the actual number of days school was in session for the common denominator. This figure will determine your maximum and minimum reimbursement for professional workers.

Rule 16.09 List only approved programs and professional workers from the pre-approval applications and supplementary reports.

Rule 16.10 List substitutes who were employed beyond the professional worker paid sick leave.

Rule 16.11 When an approved special education class for exceptional children is not in session temporarily, due to the absence of the professional worker, and a substitute is not employed, a school district may include the number of days paid sick leave in the claim under "actual number of teaching days."

B. Special Teacher for Physically Handicapped, Multiply Handicapped, or Maladjusted Children Approved for Individual Tutoring, or for Special Instruction Using the School-Home Telephone Plan

Rule 16.12 In figuring home classes, use the total number of weeks school was in session as the common denominator. This figure will determine the maximum and minimum reimbursement for each home, hospital, etc., pupil.

Rule 16.13 List only approved pupils and teachers from your pre-approval applications and supplementary reports. List all pupils classified Physically Handicapped (P.H.), Multiply Handicapped (Mult. H.), Maladjusted Tutoring (Mal. T.), and Telephone (Tel.).

Rule 16.14 If one teacher provides home instruction for more than one pupil, the pupils' names should be bracketed with the teacher's name.

Rule 16.15 If one pupil receives instruction from two or more teachers, the teachers' names should be bracketed with the pupil's name, and the total number of weeks should equal the total weeks the pupil was enrolled and received home instruction.

Rule 16.16 Individual tutoring time is computed only in weeks. Do not use fractions, but the next highest number in "Total Number of Weeks" for each pupil.

Rule 16.17 Total gross salary paid each teacher is the amount indicated in the school payroll records.

Rule 16.18 Where the home-to-school telephone plan is used, the district will total the costs of the program, including such items as: salary of home teacher(s), telephone installations, and monthly charges. The district can then claim up to one-half of these expenditures, but not more than $600.00 annually per child based on the total number of weeks this plan was in operation.

C. Necessary Non-Certified Employees Working in Classes for Physically Handicapped and Trainable Children

Rule 16.19 Claim for Necessary Non-Certified Employees Working in Classes for Physically Handicapped and Trainable Mentally Handicapped Children are contained in Form Spec. Ed. No. 251.

D. Reader Service for Children with Visual Problems

Rule 16.20 All claims for Reader Service will use Addendum Form Spec. Ed. No. 350—"Reader Service Claim for Children with Visual Problems." Follow instructions and add the amount to the Special Education Summary Report and Reimbursement Claim.

E. Transportation

Rule 16.21 Instructions which shall be followed in completing the claim are contained in Form Spec. Ed. No. 251.

Rule 16.22 Claim only pupils approved on special education application for pre-approval or reported on supplementary reports.

F. Summary and Affidavit

Rule 16.23 Enter the total reimbursements as instructed.

Rule 16.24 All signatures must be in ink.